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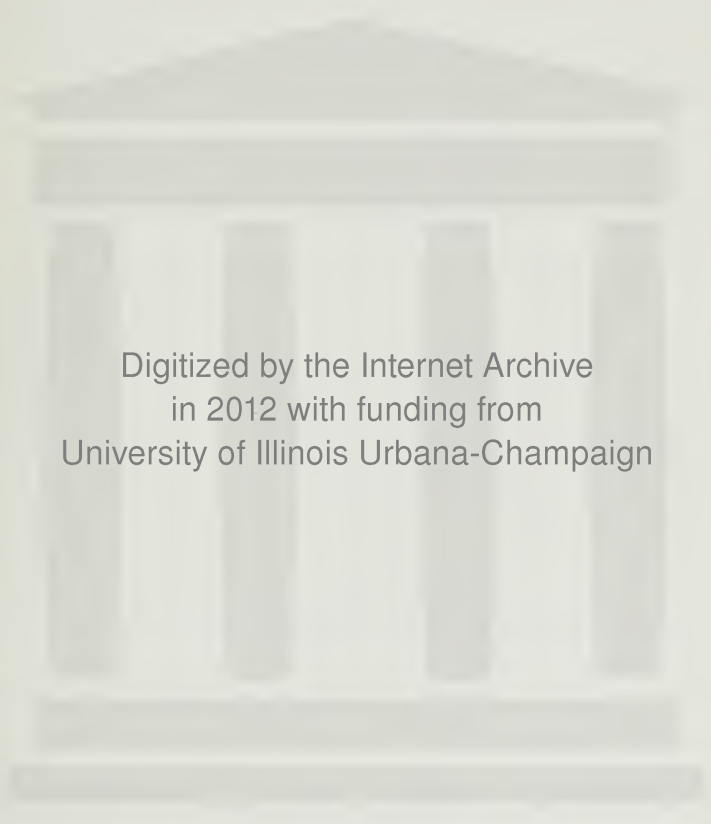
State Normal School

Danbury, Connecticut

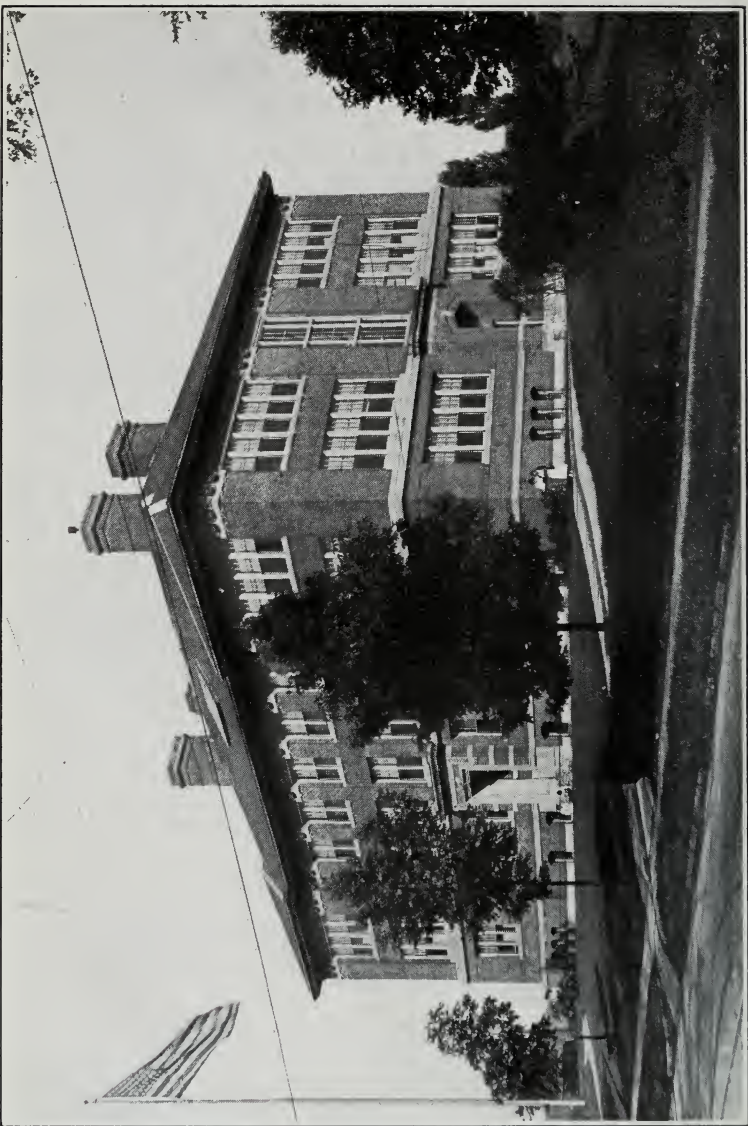


Annual Catalog 1921

*As the good school is mother of the well-equipped child,
So the normal school is mother of the well-equipped teacher.*



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NORMAL SCHOOL BUILDING

State Normal School

Danbury, Conn.



Annual Catalog

1921

STATE BOARD OF EDUCATION

1920-1921

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Offices

Room 42 Capitol Hartford Conn

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TEACHERS

NORMAL SCHOOL

JOHN R PERKINS	20 Terrace Pl
<i>Principal</i>	
LOTHROP D HIGGINS	5 Harmony
<i>Education, Civics</i>	
STEPHEN C CLEMENT	21 Montgomery
<i>Sociology, school sanitation and hygiene, tests and measurements</i>	
FREDERICK H BLODGETT	41 Park Pl
<i>Agriculture and general science</i>	
LEILA E BROUGHTON	29 Ninth Av
<i>Physical education and hygiene, music</i>	
MAUDE E SCOFIELD	408 Main
<i>Drawing</i>	
MAY SHERWOOD	63 Jefferson Av
<i>Acting director of training; school organization and management</i>	
ALICE M WILDMAN	Bethel
<i>Clerk</i>	

TRAINING SCHOOLS

VICTOR A BLACKMER	64 North
<i>Principal Balmforth Avenue School</i>	
INEZ E POLLARD	20 Smith
<i>Eighth grade; Balmforth Avenue School</i>	
ALICE M MEAD	63 Jefferson Av
<i>Methods and Seventh grade; Balmforth Avenue School</i>	
MARGARET O LITCHFIELD	190 White
<i>Sixth grade; Balmforth Avenue School</i>	
*NORA KILCOYNE MCGOWAN	29 Coalpit Hill
<i>Sixth grade; Balmforth Avenue School</i>	
JESSIE K TORRACA	27 Hoyt
<i>Fifth grade; Balmforth Avenue School</i>	
MARY G URMSTON	33 Pleasant
<i>Fifth grade; Balmforth Avenue School</i>	
*EDNA SCHANZ HUBERT	Hull's Hill
<i>Fourth grade; Balmforth Avenue School</i>	
ANNA E SCOLLIN	10 Ellsworth Av
<i>Fourth grade; Balmforth Avenue School</i>	
MARIE C COLEMAN	71 South
<i>Third grade; Balmforth Avenue School</i>	
J GERTRUDE WALSH	190 White
<i>Third grade; Balmforth Avenue School</i>	

MARGARET REED	11 Robinson Av
<i>Second grade; Balmforth Avenue School</i>	
JOSEPHINE O'HARA	8 Bates Pl
<i>Second grade; Balmforth Avenue School</i>	
HELEN E M DWENGER	20 Smith
<i>Methods and Second grade; Balmforth Avenue School</i>	
HARRIET L CLARK	190 White
<i>First grade; Balmforth Avenue School</i>	
A MARGUERITE SHERMAN	9 Robinson Av
<i>First grade; Balmforth Avenue School</i>	
IRENE D ALLEN	47 Washington Av
<i>First grade; Balmforth Avenue School</i>	
ANITA G BLACKBURNE	190 White
<i>First grade; Balmforth Avenue School</i>	
ANNIE D KYLE	Bethel
<i>Eighth grade; Principal Locust Avenue School</i>	
MARGUERIETTE M O'HARA	8 Bates Pl
<i>Seventh grade; Locust Avenue School</i>	
MARGARET F LYNCH	19 South
<i>Sixth grade; Locust Avenue School</i>	
GERTRUDE M. MURPHY	15 Willie
<i>Fifth grade; Locust Avenue School</i>	
ROSE J WATHLEY	58 Westville Av
<i>Fourth grade; Locust Avenue School,</i>	
M LOUISE TRIESCHMANN	248 White
<i>Third grade; Locust Avenue School</i>	
E LOUISE JUAN	18 Orchard
<i>Second grade; Locust Avenue School</i>	
HELEN F DARAGAN	1 Deer Hill
<i>First grade; Locust Avenue School</i>	
MARGUERITE WHEELER	Bethel
<i>Kindergarten; Normal School</i>	
MARY V HOULIHAN	190 White
<i>Miry Brook School</i>	
**ALICE C KAIR	190 White
<i>School nurse</i>	
WINFIELD S PEASE	246 White
<i>Engineer</i>	
HOWARD C DURGY	12 Balmforth
<i>Janitor</i>	

* Substitute

**Resigned

CALENDAR

1920-1921

1920

September 7	. . . . .	Tuesday, Fall Term begins
September 30	. . . . .	Junior Reception
October 8	. . . . .	Danbury Fair Day
October 12	. . . . .	Columbus Day
October 22	. . . . .	State Teachers' Convention
October 28	. . . . .	Hallowe'en Social
November 23	. . . . .	School Entertainment
November 25-28	. . . . .	Thanksgiving Recess
December 21	. . . . .	Christmas Party
December 22	. . . . .	Fall Term closes
December 23-January 2	. . . . .	Holiday Vacation

1921

January 3	. . . . .	Winter Term begins
February 22	. . . . .	Washington's Birthday
March 16	. . . . .	St. Patrick's Party
March 24	. . . . .	Winter Term closes
March 25-April 3	. . . . .	Easter Vacation
April 4	. . . . .	Spring Term begins
May	. . . . .	County Teachers' Convention
May	. . . . .	Alumnæ Reunion
May 30	. . . . .	Memorial Day
June	. . . . .	Field Day
June 24	. . . . .	Spring Term closes
June 24	. . . . .	Graduation
September 6	. . . . .	Fall Term begins

DANBURY STATE NORMAL SCHOOL

LOCATION

Danbury State Normal School is located at Danbury, the county seat of Fairfield County, Connecticut. This city is a junction point of the Central New England Railway and the New York, New Haven and Hartford, and can be easily reached from any portion of Southwestern Connecticut. The city proper lies in a natural basin partially surrounded by wooded hills. The streets are lined with trees, forming beautiful avenues. The city is one of Christian homes and contains churches of all leading denominations. There are about 28,000 inhabitants.

The school property is located on White street, about five minutes walk from the railroad station and on the street railway line.

PURPOSE

This school was established by statute of the state for the purpose of "training teachers in the art of instructing and governing in the public schools of this state." Being supported by public taxation of all the property of the State of Connecticut, the first duty of the Normal School is to prepare teachers for the public schools of the State of Connecticut.

The school recognizes this plain duty: to give to the schools of Connecticut teachers who are not only skillful and well informed and intelligent, but also teachers who are imbued with a desire to express themselves in faithful public service.

ORGANIZATION

The regular work of this school is based on a two year course. This period of residence cannot be shortened except by the satisfactory completion of at least eight of the correspondence courses offered by the school, such work to cover a period of at least two academic years.

For detailed information concerning correspondence courses the intending student should consult pages 39-41 of this catalog.

EQUIPMENT

The normal school building is a thoroughly modern structure having a capacity of two hundred students. Class rooms are furnished with individual desks for the members of the school. An extensive library supplies all text books as well as books of reference and magazines. There are laboratories for work in physics and chemistry, and the school is well equipped with scientific material. Excellent provision is made also for work in drawing and sewing. A gymnasium provides opportunity for instruction in games and folk dancing, as well as basket ball and other indoor exercise. Outdoor exercise is afforded in tennis and similar sports.

The present dormitory offers accommodation for but twenty students. It is a half minute's walk from the main school building. A large plot of land adjoining the normal school grounds was bought some time ago by the state for a dormitory site. This plot comprises some sixteen acres. With successive legislative appropriations it is proposed to establish on this plot a dormitory, a model school for demonstration purposes, a central heating plant, a building for household and industrial arts and physical training, a greenhouse, a principal's house, teachers' houses and a janitor's house.



THE OPEN DOOR

ADMISSION

The privileges of the school are open to all persons of suitable character and over sixteen years of age, who declare their serious intent to teach in the public schools of Connecticut, and who satisfy any one of the conditions enumerated below.

It is understood that none enter this school unless for the purpose of becoming teachers. If, in the case of any pupils, the earnestness of this purpose—which must be declared in writing—is negatived by unfaithfulness, or if unfitness for this calling is disclosed, such pupils will not be allowed to remain in the school.

1 Graduates of four year courses in Connecticut high schools who have attained an average rank of at least 75% on a passing mark of 70% are admitted on the certificate of the high school principal. This rank is equivalent to 66.6% on a passing mark of 60%, 70.84% on a passing mark of 65%, and 79.16% on a passing mark of 75%.

2 Graduates of four year courses in Connecticut high schools who have not attained the rank stated above, may be admitted on passing an examination prepared by the principals of all Connecticut normal schools acting as a board.

These examinations will be held at each of the four normal schools on June 16 and September 2. The June examination may also be given at any high school in the state upon application to the principal of the normal school selected at least one week before the date stated.

Candidates must offer ten units, in subjects as set forth below. A unit represents one year's study of the subject in a secondary school—approximately one-quarter of a year's work. The subjects and values are as follows:

English literature and composition required	3 units
The remaining seven units are to be chosen from the following:	
Algebra	1 unit
Geometry	1 unit
Physics	1 unit
Chemistry	1 unit
Domestic science or manual training	1 unit
Bookkeeping	1 unit
History	1 or 2 units
Stenography	1 or 2 units
French	2 or 3 units
German	2 or 3 units
Latin	2 or 4 units
Drawing	$\frac{1}{2}$ or 1 unit
Biology, botany, or zoology	$\frac{1}{2}$ or 1 unit
Physical geography	$\frac{1}{2}$ or 1 unit
Physiology and hygiene	$\frac{1}{2}$ or 1 unit
Commercial geography	$\frac{1}{2}$ or 1 unit
Arithmetic	$\frac{1}{2}$ or 1 unit

3 Teachers are admitted upon presentation of a Connecticut state teachers' certificate or upon satisfactory evidence of two years' successful teaching.

Intent to teach. — Particular attention is called to the requirement that all applicants for admission sign a written statement of their intention to teach in the public schools of this state. It is undesirable that any shall accept the privileges of the school who do not feel that they are working for this specific object.

Time of entrance. — Classes are organized at the beginning of the first term in September and students should be on hand for the first day.

Application for admission. — It is desirable that all who hope to enter the school should make application to the principal in advance, stating the conditions for entrance that they expect to satisfy.

Special students. — Persons who are properly qualified are occasionally admitted as special students in certain subjects or departments of the school. No comprehensive statement can be made in regard to this, as each case must be separately considered. Those who desire to do such special work should communicate with the principal.

SCHOLARSHIPS

Law. — "The state board of education may at all times maintain, in any of the normal schools, one student, selected on the basis of scholarship and general fitness, from each town in the state having a valuation by the board of equalization of less than one and one-half million dollars, upon the recommendation of the town school committee or board of school visitors of such town; and for students admitted to said schools under the provisions of this act living expenses, not to exceed one hundred and fifty dollars for each pupil in any one year, shall be provided by said state board of education free of charge. Every person entering a normal school under the provisions of this act shall enter into an agreement with the state board of education to remain at the normal school for two years, unless in case of ill health or dismissal by the school authorities, and to teach in one of the towns from which such students are nominated or appointed for a period of three years after graduation unless excused by the state board of education."

Procedure. — 1 All persons having high school education may be admitted without examination. The scholarship of all other persons shall be determined by examination. In considering fitness — age, successful experience in teaching, education and health may be taken into consideration. Only such persons as are prepared to enter the regular normal school course shall be maintained under the provisions of this act.

2 This board will provide living expenses not to exceed \$150 for each pupil per annum under such rules and regulations as the secretary of this board and the principals of the schools may prescribe.

3 Such a student must agree to teach in one of the towns described by this statute for three years following graduation unless excused by the state board of education, except by repaying to the state the whole of such portion of the scholarship as they will require.

4 The benefits of this scholarship shall be withdrawn from any student whose work or conduct at the school fails to meet the standards required by the faculty.

GRADUATION

At the end of the two year course diplomas will be awarded to those who

1 have throughout the course maintained a standard befitting a teacher;

2 have attained the required standard of scholarship in every prescribed subject;

3 have exhibited a fair degree of skill in teaching and governing children.

A candidate for the diploma who has failed to reach the required standard of efficiency in teaching or who has shown weakness in some portion of the work of the normal school may, at the discretion of the normal school faculty, be granted a certificate. Such a student will receive the diploma of the school if, within two years following the date of leaving the normal school, she shows herself capable of teaching and governing a school successfully.

CREDIT FOR ADVANCED WORK

Several institutions of college grade at present accept the diploma of this school as the equivalent of two years' work toward certain of their degrees. Columbia, Brown, and

Boston universities, Connecticut Agricultural College, and the University of Maine will thus allow credit for two years' work under certain conditions. We look forward with confidence to the time when Connecticut normal schools will be on a four-year basis and grant degrees. At present there is no better preparation for high school teaching than the two-year professional course at normal school followed by two years of special subjects at one of the universities named above.

REPORTS

A full report of the standing of each student will be sent to the parent or guardian of that student twice yearly. Reports should be interpreted as follows:

A indicates a standing above the average of the class;

B shows that the student's work is better than the passing standard;

C means that the student's standing is unsatisfactory, but she is allowed to continue the work of this course or dependent courses. This mark is a warning to the student that her work must improve if she would avoid a mark of F. She should consult the instructor concerned without delay.

F signifies that the student has failed to meet the requirements of the course. Future work in this or dependent courses is subject to conditions set by the instructor. The student is expected to consult the instructor within one week of receiving this report. A student who neglects to do this may expect to have the mark changed to FF without further notice.

FF denotes final failure. The student receiving this mark has no alternative but to repeat the course.

In addition to these regular reports, students whose work in any department is unsatisfactory will be notified by the principal at the end of the first and third quarters.

The faculty recognizes its inability to say who will and who will not make a good teacher. Hence it is the policy of

the school to give ample opportunity for demonstrating ability even to those who seem unpromising. Yet when the faculty as a whole becomes convinced that a student is essentially not qualified for the position of a public school teacher, the student is notified that she cannot be considered a candidate for a diploma, and may be asked to withdraw. This is regarded as but fair to the student, who may then direct her energies into more suitable channels.

ATTENDANCE

Much of the work of school is of such a nature that it cannot be "made up" by the customary method of outside conferences. Absence from any part of the school work involves a loss of certain credits from the student's rank in that course.

Students in classes at the Normal School are expected to be in attendance from 8.55 to 12.00 A.M., and from 1.30 to 4.00 P.M. Students who commute daily are expected to be in attendance from 9.30 to 12.00 A.M., and 1.00 to 4.00 P.M.

The hours for students in training are 8.15 to 12.00 A.M. and 1.10 to 4.30 P.M. A student who needs special help may be required by the training teacher to remain until 4.45. Outside preparation of work which the average student can satisfactorily complete in two hours is required. Any student who is unable to complete her daily work in that time is expected to consult the director of training.

EXPENSES

The school makes no charge for tuition, laboratory fees, or the use of books. All text books are provided by the school. Aside from living expenses and travel, students have only the slight incidental costs of note books, pencils, etc.

Board and lodging at the dormitory are furnished at actual cost. It is necessary at present to ask \$8.00 to \$9.00 a week, with a reduction for absence of twenty cents a meal. It is possible to secure accommodations in private houses at rates from \$8.00 upward.

LIVING ARRANGEMENTS

The dormitory is a new building, equipped with modern facilities, accommodating twenty students. Most of the boarding places are with families who can provide for a small number of students. These are located in all parts of the city. The minimum cost given above applies to cases where two or three occupy a room and forego some conveniences.

It is of course important to arrange for lodging in advance of coming if possible. Those who would like help in the matter should address the principal, stating as nearly as possible what sort of accommodation they desire.

OUTSIDE REGULATIONS

Students who are living away from their homes are required to observe the same rules and regulations as govern life at the dormitory. These regulations are as follows:

Students should study faithfully for two hours during the evening of each school day.

Students should retire at ten o'clock each night. The only exceptions to this rule are Normal School functions and other approved entertainments. These exceptions should be made only as often as consistent with a high standard of work.

No student should be in the company of young men at any time, except with the knowledge and written consent of the student's parents.

Persons who furnish lodging to students are expected to inform the faculty in case any student fails to observe the above rules.

Each boarding house is visited at regular intervals to insure conformance with these regulations.

NON-RESIDENCE

Daily travel from a distance is wasteful and is sure to interfere with the performance of a student's best work. It is earnestly desired that members of the school shall arrange to live in Danbury if possible. Lack of dormitory facilities prevents this being made a requirement. It is required, however, that during their periods of training all students shall observe the hours of attendance (8.15 A.M. to 4.30 P.M.) absolutely, and this makes commuting impracticable. All students who plan to commute should consult the training schedule on page 36.

EMPLOYMENT

The school cannot guarantee employment to its graduates. Yet it may be said, as a matter of fact, that there has not been a year in its history when the demands upon the school for teachers were not more numerous than the members of the graduating class.

The members of the class of 1920 began their work as teachers at salaries averaging \$1,000. A number of the more fortunate students received salaries up to \$1,150.

There is no present prospect of a decrease in the demand for well-prepared teachers. Any prospective student of good personality and intelligence who is contemplating entrance into Normal School may confidently expect suitable monetary compensation.

APPOINTMENT BUREAU

The Normal School maintains an appointment bureau to assist its students and graduates in securing desired teaching positions. Alumni who wish to avail themselves of the service of this bureau should so inform the school at the earliest possible opportunity, and should keep the school continually informed concerning their experience from year to year, salaries received, and references.

Superintendents in need of teachers should communicate with the appointment bureau.

CHAPEL EXERCISES

Non-sectarian chapel exercises are held twice a week throughout the regular school year. Song selections with addresses by students, faculty, or special speakers constitute the usual programs.

ANNOUNCEMENTS

Official announcements are posted on the bulletin board in the corridor on the first floor of the Normal School building. Members of the school are expected to consult this daily.

RECREATION

The Normal School grounds are large and afford excellent opportunity for all kinds of athletics. Two well kept tennis courts are just to the rear of the Normal School building. The building itself is equipped with commodious lockers and showers. During the fall and spring months the Department of Physical Education instigates contests, both interclass and interdivision, in golf, tennis, baseball, volley-ball, and allied sports. During the winter months students are given opportunity to shoot on the rifle range, and to play basketball. There are also frequent after-school skating and coasting parties.

Various social events take place during the winter months, such as a Hallowe'en masquerade, Christmas party, series of short plays, and so on. Special emphasis is given the annual Field Day which takes place sometime in June. Students from all neighboring high schools are invited to attend, and a lively program of athletic events is given. A list of the social events for 1919-1920 may be found in the Calendar at the front of this catalog.

All student social events are in charge of the faculty social committee. The following general regulations have been established to govern all social functions:

1 Tentative plans for all social functions must be submitted to the faculty social committee at least ten days before the date desired.

2 A complete program must be submitted to the above committee at least four days before the date desired.

3 For each function the faculty social committee shall appoint one student who shall act as hostess, have general charge of and responsibility for all arrangements, and who shall be member pro tem of all student committees.

4 Invitations for any function must be issued at least four days in advance of the date set.

GYMNASIUM

Every student on entering the school should be provided with a gymnasium costume, consisting of gymnasium or tennis shoes, black stockings, black bloomers, and white middy blouse.

STUDENT WELFARE

The principal is always glad to receive and confer with any students upon matters concerning their work or welfare as

members of the school. In order to make such opportunity easily available, a committee of the faculty is appointed also for the purpose. The membership of this committee may be learned from the bulletin board or by application at the office.

SERVICE TO ALUMNAE

A graduate record is kept, as completely as the graduates make possible, by means of a questionnaire. The objects of this are to discover and if possible meet the professional needs of the alumnae who are teaching, and indirectly to improve the work of the school and increase its influence along lines indicated by the answers received.

Use of the school library is extended to its graduates free of cost except that of returning the books. The privilege carries two months' retention of any books useful in school work except large dictionaries and encyclopædias. Any desired book that is not in the library and is approved by the school, will be bought.

PLAN OF WORK

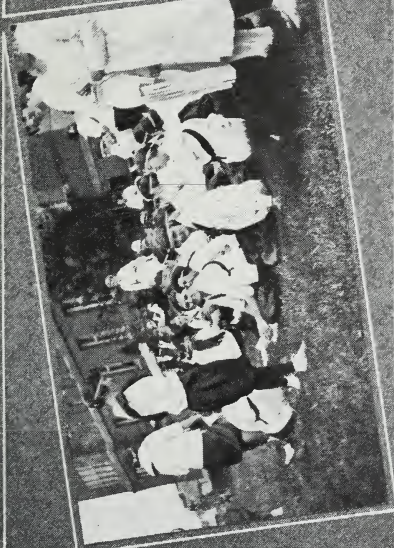
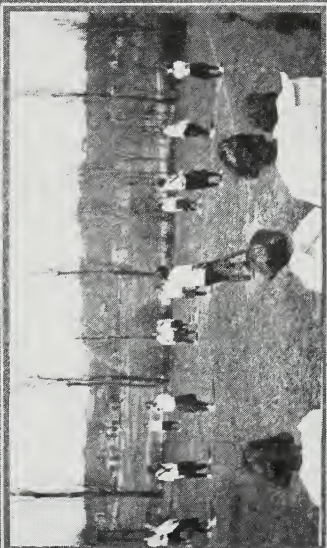
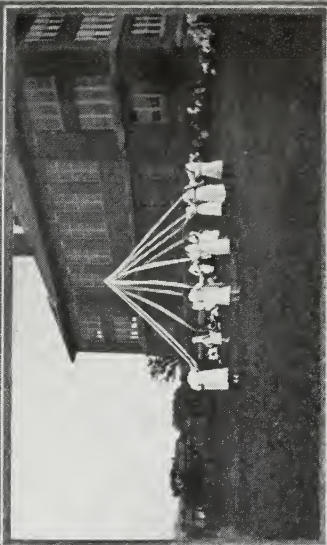
JUNIOR YEAR

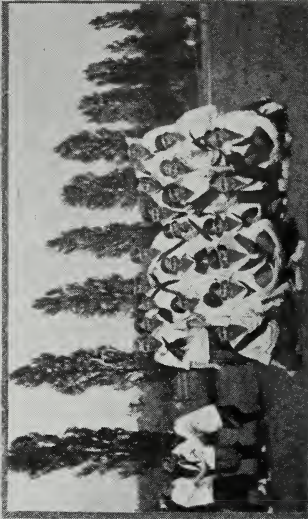
Observation and teaching	half day	12 weeks
Education	3 periods	30 "
Elementary science	5 "	30 "
Reading	2 "	15 "
Spelling	2 "	15 "
Arithmetic	2 "	15 "
Language	2 "	15 "
Literature and grammar	3 "	30 "
History	3 "	15 "
Geography	3 "	15 "
Music	2 "	30 "
Physical education	2 "	30 "
Drawing	2 "	30 "
Hygiene	1 period	30 "
Penmanship	1 "	30 "
Sewing	1 "	30 "
School sanitation	1 "	30 "

SENIOR YEAR

Observation and teaching	whole day	12 weeks
Education	3 periods	24 "
School management	2 "	24 "
Sociology	2 "	24 "
Nature study and agriculture	5 "	24 "
Physical education and games	2 "	24 "
Music	2 "	24 "
Drawing	2 "	24 "
Sewing	2 "	24 "
Directed Reading	2 "	24 "
School Law and Civics	1 period	24 "
Public Speaking	1 "	24 "
Tests and Measurements	1 "	24 "

FIELD DAY, 1920





SPORTS IN ALL SEASONS

COURSES OF STUDY

EDUCATION

LOTHROP D HIGGINS

STEPHEN C CLEMENT

MISS MAY SHERWOOD

EDUCATIONAL PSYCHOLOGY

The first course in education is based upon the growth and education of the nervous system. Its purpose is to give definite ideas of the mechanism of human behavior with reference to its capacities for education.

Each student is expected to acquire ability to use the terms and express the ideas of elementary psychology, and to get clear meanings from the simpler books in the subject. Twelve weeks.

THE EDUCATIVE PROCESS

This is a course in the principles of education as applied in teaching and managing school children. It is based upon the course in elementary psychology. The purpose is to teach how the pupils' capacities for education may be utilized and directed, what objectives should guide the teacher's work, and how results may be measured.

Students are expected to be able to state some educational principles clearly, to show how these are applied in school work, and to give evidence of increasing ability to get accurate meanings from educational literature. Eighteen weeks.

PSYCHOLOGY OF ELEMENTARY SUBJECTS

The purpose of this course is to teach the psychological principles that underlie the methods of teaching elementary subjects, particularly reading, arithmetic, and spelling. The course is given in the junior year immediately after Educational Psychology, as the students are at that time studying the methodology of these subjects in both normal and training departments. Six weeks.

EDUCATIONAL SYSTEMS

This course is designed to impart some knowledge of present-day educational systems that are familiar in name, and of those men and methods of the past that have had some bearing upon public schools of today. Its aim is to stimulate the teachers' professional interest in their work, and especially to lay the foundation for their own progress in sympathy with that of educational methods.

The students are expected to be able to state the notable feature of each system considered, and also to form and state ideas of their own regarding their value. Nine weeks.

PSYCHOLOGY OF DEFICIENTS

Defects of hearing, vision, speech, and mentality are considered. The objects of this work are to instruct teachers in what sorts of deficiencies to look for, what signs may indicate these, and what they should do when suspected cases come to their attention. Methods of determining deficiency are discussed, and ways of dealing with such deficient children as must remain in regular classes of normal pupils. Six weeks.

EDUCATIONAL READING

Throughout their courses in education students are expected to gain familiarity with the names and contents of books and other literature of the subject. Assigned readings are required from a variety of sources. A brief course at the close of the senior year aims to fix the students' attention upon familiarity with educational literature as a goal. Results of their previous reading are tested, and a few typical books are studied and discussed in class. Three weeks.

TESTS AND MEASUREMENTS

This course aims to give the student knowledge of and experience in the use of standard tests of mental accomplishment and of mental ability. The theory of testing and of specific tests is considered in the classroom. Actual application and use is secured by having the students, under direction, conduct a survey of the model schools.

Some consideration is given to the Terman revision of the Binet-Simon tests and to the various group tests of intelligence. Students are given the opportunity to observe abnormal children and to consider advisable methods of treatment.

SCHOOL MANAGEMENT

This course has two periods per week during each of the seven months when the Seniors are in Normal School.

The aim of the course is to prepare the student to manage a school successfully.

This is accomplished, first, by spending four half months in observation and practice teaching in the Training Schools where it is possible to note the results of good management, and second, by discussing the principles underlying efficient class-room management in the recitation periods in Normal School in this way: an important topic is suggested by the instructor; opinions are then given by the students about the topic from experience in the Model School and elsewhere; questions are asked to bring out points which are not mentioned by the students and then a reasonably sensible conclusion is reached and recorded by the students; assignments for reading about this subject in some professional book are given in order to compare the conclusion of the class with the opinion of an expert and, last, in part of the next recitation period, a practical application of the theory is given.

In the three full months of training of the senior year, opportunity is given in practical use and test of these theories under supervision of capable Critic Teachers. These months of training occurring as they do at intervals afford abundant material for discussion in the recitation periods at Normal School.

Such topics are taken up in this course as: the function of a school; characteristics of good discipline; requirements for a successful teacher; effect of physical surroundings, attitudes, points of view, incentives, etc.,

on discipline; school programs and how to make them; possible accomplishment with superior and sub-normal children; management of recreation periods; planning of study periods; use of standard tests; co-operation with parents and professional ethics.

METHODOLOGY

Methodology is taken up in the following divisions:

Junior Year

First Quarter: History, Reading and Writing for grades one to five.

MISS HELEN E M DWENGER

Second Quarter: History, Reading and Writing for the last four grades, and Grammar.

MISS ALICE M MEAD

Third Quarter: Geography, Arithmetic, Language and Civics for grades one to five.

MISS HELEN E M DWENGER

Fourth Quarter: Geography, Arithmetic, Language and Civics for the last four grades.

Senior Year

December: Spelling.

MISS MAY A SHERWOOD

During the greater part of the junior year, each of the two divisions of the class have ten recitation periods per week. The program is so arranged that a subject of great importance, like Reading, has the larger number of periods and a subject of lesser importance, like Writing, has a smaller amount of time.

For this course, students are expected to have a knowledge and skill in the elementary school subjects equal to an eighth grade pupil but preferably, of course, much broader. If a student does not possess this knowledge, she is given certain tasks to perform to remove this deficiency; for instance, several written reports of assigned reading on some definite topics pertaining to the informational side of the subject studied.

Such topics are taken up in the course as: how the subject under discussion, like Primary Civics, functions in life; what the general required content of the subject in each grade should be; how the accomplishment of each grade is related to the accomplishment of the other seven grades; how to divide the requirement of the year into units for each lesson, and how to choose valuable specific purposes for each lesson with the function of the subject in mind.

Discussions occur in which the students see what types of teaching are required by each subject, what the place and value of each type is and what its limitations are; they observe type lessons taught to children by the Methodology teacher and then write original plans of the same type with different purposes; a short time is also taken to show the difference between a full plan and the notes that a teacher uses when teaching and the students are given some opportunity to make some of these working outlines.

Certain topics common to all subjects are discussed, like questioning, making of outlines, board-work and the use of study periods; then some others, characteristic of one subject only, like left-handedness, illustrative material for history, and the different writing systems, are also taken up.

The students are required to become familiar with good text-books for the different grades and with reference books and professional books for a teacher.

Somewhere in the course, a short time is devoted to the study of the history of the subject; as for instance, what the Egyptians, Arabians, Romans and Greeks contributed to Arithmetic.

The students are required to keep note-books which consist of valuable information on the topics discussed and are required to place that information in the books in such a way that they may readily refer to it during training, or afterward, during teaching.

An effort is made to have the students understand that the conclusions resulting from class discussions are sensible and will probably be helpful to them later but are not necessarily final; that these lesson types and principles will be subject to modification in the actual teaching, due to such things as unexpected responses of the pupils and also, subject to change in the future, due to the student's own personal experience and due to professional research and investigation.

ENGLISH

STEPHEN C CLEMENT

DIRECTED READING

The course in Directed Reading aims to give the student a concrete and usable knowledge of the following types of literature and printed matter:

- (a) Texts and supplementary reading which the teacher may use in the classroom.
- (b) Books of philosophy, theory, and progress in education.
- (c) Educational magazines.
- (d) Avocational reading, particularly modern poetry, drama, short stories, magazines and newspapers.

The course is conducted through assigned readings, discussions and reports. Individual choice in reading matter is encouraged, in order that the student may follow out topics of peculiar interest.

ORAL EXPRESSION

The course in Oral Expression aims to give the student ability to express her thought forcefully and well in the various situations which she may meet in her career as a teacher. The course embodies a maximum of practice. Every student is given abundant opportunity to debate, to formulate and give public speeches as before varying audiences, to

tell fairy stories as to children, and to express herself as in different forms of classroom work. Attention is given to common errors of speaking, and as far as possible, speech defects are corrected. Students are given the opportunity of trying out for the inter-division debating teams, and each student is required to speak on some subject of current interest before the school assembly.

HYGIENE AND PHYSICAL EDUCATION

MISS LEILA E BROUGHTON

STEPHEN C CLEMENT

HYGIENE OF THE SCHOOL CHILD

This course attempts to give the teacher a working knowledge of:

Physical defects commonly found in the schoolroom, their detection and treatment;

Discovery of contagious diseases;

Prevention of physical defect by proper care;

First aid;

Use of State health forms;

Teacher's relation to State and local health officers and to parents.

SCHOOL SANITATION

A course dealing with the construction and sanitary characteristics of school buildings, outhouses, and, in some measure, with disposal of sewage, and garbage, and any other features of rural sanitation that may affect school practice.

HYGIENE

The course in Hygiene has a two-fold purpose:

1. To help the student toward realizing a high standard of health and the greatest working efficiency in her own body. To further this

end, a Physical Register is kept of each student and all progress along lines of health is noted. Hygienic daily habits, good posture, care of the feet, and care of the teeth are emphasized.

2 To train the student to present the subject of Hygiene to children in such a way that good health habits will be formed. To this end, methods and devices are presented and discussed.

Students are required to keep notebooks, to make collections of material for teaching, and to be familiar with current literature on the subject.

PHYSICAL EDUCATION

Every student is required to spend at least two hours a week in physical exercise, out of doors except in unfavorable weather. Instruction is given to all students in the rudiments of tennis, volley-ball, baseball, basketball, skating and golf.

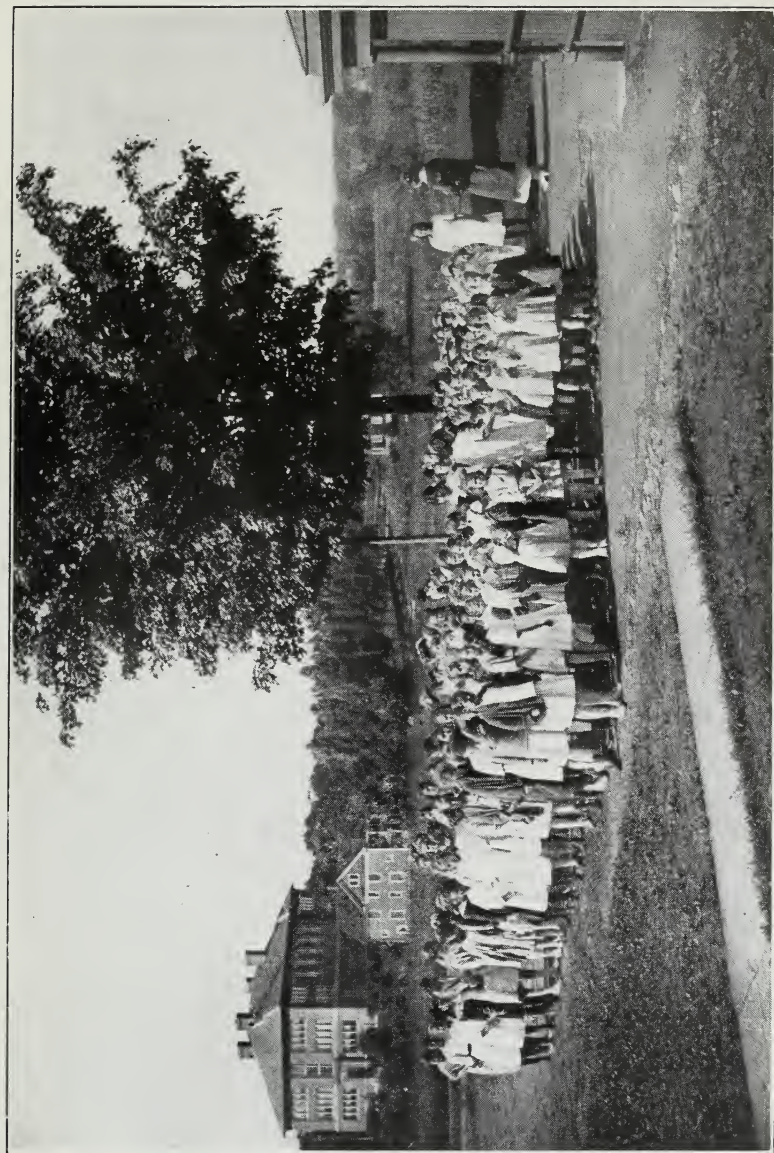
The course includes gymnastic exercises, Walter Camp's "Daily Dozen," military commands, group games, folk dances and singing games, rhythm and interpretation.

Shower baths are taken at the close of each lesson.

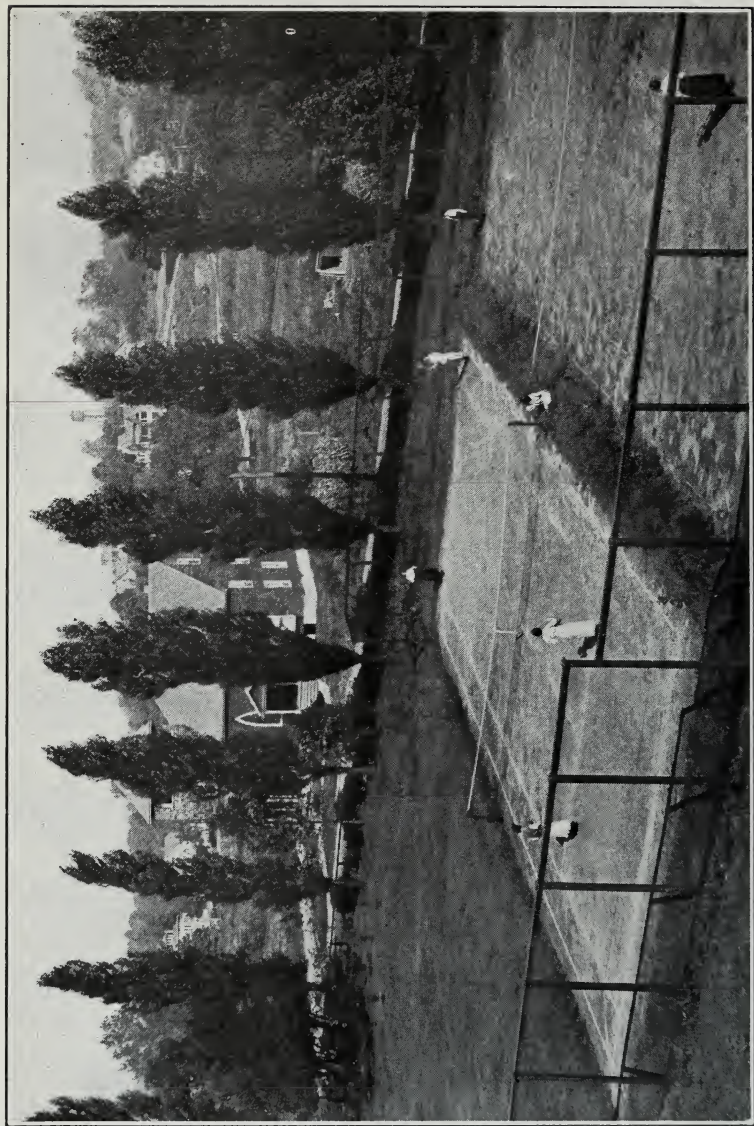
SCIENCE

FREDERICK H BLODGETT

The work in Science is mainly in the form of review of the subject-matter given in the upper grades or the high school, but with quite a different purpose in view. The object of the courses in the normal school is to give the students some training in the selection of topics which shall illustrate important principles of physics or chemistry, but which shall be of value in class room chiefly through the development of interest on the part of the grade school pupils in the objects and processes that are common in their own environment. The details of the work are intended to develop keenness of perception, to see things going on about one;



MODEL SCHOOL CHILDREN AT LOCUST AVENUE



FROM A NORMAL SCHOOL WINDOW

and a friendship with the living things, so that thoughtless destruction may give place to thoughtful encouragement or active preservation from injury. There is a much closer relationship in Nature between the life of mankind and of the lower forms of animals, and a greater directness of dependence upon plant life, than is usually realized. The science work aims to develop knowledge and to awake interest along these lines, which may be used by the Normal students in their classes in the graded schools.

To secure this end the Normal classes in science are handled largely as if they were pupils in graded schools, the subject under discussion receiving attention at those points most likely to be of interest to children, with little note of technical details.

NATURE STUDY

Because of the activities of Nature in the fall and the spring seasons, the work in Nature Study is developed during these two periods. The common phenomena of plant and animal life of the progressing seasons, and the relation between clouds, winds, and weather, form the basis of the course. Emphasis is placed upon the mutual relations of different forms of life to each other, and the danger of serious results when the natural adjustment of Nature is disturbed; convenient examples of this phase being afforded in the Gypsy Moth and Brown Tail Moth pests.

AGRICULTURE

The work in Nature Study naturally leads to that of Agriculture, as many of the plants and animals mentioned or studied are those of common use on farms, or encountered as weeds, or as insect and animal pests. The changing activity of the farm from summer through fall, and from spring to summer is followed by consideration of the conditions controlling the particular type of activity characteristic of these seasons. Types of farm practises in New England and elsewhere are freely contrasted in order to show the relation between such methods and the crops raised, and the climatic and other conditions so important in the production of food products.

GENERAL SCIENCE

During the winter term, when activity out of doors is suppressed, the principles of physics and chemistry are reviewed from the viewpoint of teaching the topic in elementary grades. In physics, the subjects are chosen with reference to their bearing upon common processes and activities in modern life: heat, such as heating of homes and use of steam engine; sound, as shown in music, the telephone, and graphophone; and electricity, as used in light, and in large or small forms of machinery. In chemistry the purpose is similar, and the applications of such chemical processes as are of most intimate relation to daily life are considered. Thus the composition and properties of air, water, ores, fuels, rocks, clothing and food materials receive consideration, rather than the abstract topics of "acids, bases and salts." Since the classes with which the work will be taken up by the Normal students are of the elementary grades, intensive work in the laboratory is not called for, emphasis being placed upon the useful applications of the principles considered.

SOCIOLOGY AND POLITICAL SCIENCE

STEPHEN C CLEMENT

LOTHROP D HIGGINS

SOCIOLOGY

This course is intended to give the student a general knowledge of the more common sociological problems and an intimate knowledge of those which will affect her closely as a teacher.

The following general topics will be considered:

- 1 Influences that affect the life of society in evolution — biologic, geographic, social.
- 2 Social groups; race characteristics; distribution in national and state population; influence in transformation of established institutions.

- 3 Social pathology; causes and remedial control of dependency, delinquency, crime, pauperism, and social unrest with particular attention to reaction on children.
- 4 Rural sociology; urban vs. rural populations; the "back to the farm" movement; problems of social improvement in rural communities; problems of school improvement; inter-relations of school and community.
- 5 Educational sociology; problems of citizen training; training for economic, social, cultural, and political life; making a school function in a democracy.

CIVICS

A Civics course is given throughout the senior year, one period a week. Its chief aim is to teach the important objectives of the work in citizenship with public school pupils, and how these purposes may be accomplished. Students are also given a brief course in the principles and methods of our government — town, state, and national. Civic matters that are temporarily attracting attention are taken up with the class, both to show the practical bearings of the subject and to teach them some matters of probable future importance.

PRACTICAL ARTS

MISS LEILA E BROUGHTON

MISS MAUDE E SCOFIELD

MISS HELEN E M DWENGER

MISS ALICE M MEAD

MUSIC

The course in Music includes:

A study of the rudiments of music.

An acquaintance with standard music.

Much individual singing, both by rote and by note.

Methods of teaching and practice teaching.

Chorus work and conducting.

DRAWING

This course aims to give a general knowledge of art principles and their application to daily life as well as the pedagogical instruction essential to teaching Industrial Art in the elementary schools.

Junior Year

The course includes:

- (a) The theory and practice of color and color composition as they relate to graded school work, the individual home, clothes and the trades.
- (b) Water color, crayon and pencil drawings of flowers, fruit, landscape and still life for facts, decorative arrangement, and application to industrial problems.
- (c) The principles of Elementary Design as applied to the home, the costume, poster and textile design.
- (d) Mechanical drawing aiming to teach measuring, accuracy, scale, printing, simple constructive drawings, maps, floor plans and working drawings, with the end that students shall be able to make and read working drawings.

Senior Year

This course covers the methods of teaching drawing in the elementary schools. It includes:

- (a) Study of the course in drawing for the state schools; interpretation; illustrating; and methods of teaching the lessons in the grades. Correlation, construction, paper cutting and drawing for the primary grades; drawing, mechanical drawing and design for the grammar grades.
- (b) Blackboard drawing; plain explanatory drawing as a necessary means of expression in the work of the teacher.
- (c) Art history;— the distinguishing characteristics and artistic qualities of each period are studied, with the end in view of acquiring an appreciation of the style and beauty of each and an application of the latter to present-day art. A visit to the Metropolitan Museum of Art is planned at the end of the course.

SEWING

Junior Year

The aim of this course is to learn all the stitches used in making practical garments by applying them at once to those garments, and to cultivate good taste in selection of "quiet" and harmonizing colors and in selection of practical and appropriate materials. This ability is necessary in order that the students may be able to teach children to sew and is also useful in helping the students to make and care for their own clothing. Such problems are given as aprons (sewing aprons, chafing dish aprons, kitchen aprons and bungalow aprons), tailored waists, undergarments, blouses, skirts and wash dresses.

A certain amount of instruction and practice is given in the use of commercial patterns, in estimating amount of material, in cutting it economically, and in matching and fitting. Some simple embroidery

stitches are also taught. Special emphasis is laid upon the darning of hosiery and the making of button holes.

Problems in the first part of this course give opportunity to use hand sewing, e. g., even and uneven basting, running and back stitching and hemming; problems later in the course involve the use of the sewing machine when such as French seams and felled seams are used. Instruction in the use and care of the sewing machine is given when necessary.

Senior Year

This more advanced course is planned to meet the needs of the teacher in the elementary schools. It deals with the organization and methods of teaching sewing for various conditions of school systems. This course includes the study of textiles, production, manufacture, identification and use. The advanced garment making includes at least three finished problems, which may be a shirt waist, dresses of light cotton materials, or serge skirts of more complicated pattern than those of the previous course.

TRAINING DEPARTMENT

MISS MAY A. SHERWOOD, *Acting Director*

ORGANIZATION

Twenty-six public school rooms are under normal school management for use as training schools for students. These include the fourteen-room Balmforth Avenue School, and the eight-room Locust Avenue School. The rural school at Miry Brook offers opportunity for training under actual country school conditions. A kindergarten is maintained in one room of the normal school building.

Each student spends an aggregate of one-half year's full time in the training schools. This makes a total of five full months three of which are scattered through the Senior year. The other two months are divided into four months of half days interspersed through the Junior year.

The classes are divided into two sections for convenience in carrying out the training school schedule. Division B usually includes those students who commute.

TRAINING SCHOOL SCHEDULE

	Sept.	Oct.	Nov.	Dec.	Jan.
A.M.	Junior A	Senior A	Senior B	Junior B	Senior A
P.M.	Junior B	Senior A	Senior B	Junior A	Senior A
	Feb.	Mar.	Apr.	May	June
A.M.	Senior B	Junior A	Senior A	Senior B	Junior B
P.M.	Senior B	Junior B	Senior A	Senior B	Junior A

The work of the training schools is under the immediate supervision of a director of training, who is also the instructor in School Management at the normal school. Each room in the training schools is regularly in charge of one teacher, who also serves as instructor in teaching and management to the one or two students temporarily assigned to her room.

METHOD OF TRAINING

The work of each training period is planned to focus the student's attention upon one phase of teaching or management. In the first period the student gives particular attention to the physical surroundings, the welfare of pupils, and a study of the pupils' individual needs; in the second period emphasis is on the lesson planning, with preparation of illustrative materials for use in teaching, arrangement of blackboard work, etc.; in the third, planning for work of the pupils during study hours and checking accomplishment, learning the place and value of individual instruction in methods of study, and a study of recreation periods; fourth, construction of a daily plan sheet showing the ground to be covered in each subject, with due reference to the needs of the class and in accordance with requirements outlined in the course of study; fifth, preparation of each day's work as if the entire responsibility for the room were the student's.

The teaching of the first training period is wholly of small groups. In the second period the student teaches first one and later two classes daily, for which she is required to prepare detailed plans. For the third, one of the assigned lessons is planned in detail and the others in the form of outline. In the fourth period rather full outlines are made for several lessons, and in the fifth a teacher's plan sheet is prepared for each day.

In the early part of training the student is made responsible for the care of physical surroundings in the class room — for ventilation and temperature regulation, care of materials, arrangement of blackboard work, etc. As the amount of teaching is increased, these duties are diminished accordingly.

Each student spends a portion of every day in observing classes taught by the teacher in charge of the room. A report of one or more of these classes is submitted to the teacher at

the close of the day. This report states the purpose of the lesson and the steps taken in accomplishing the purpose, together with notes on special features which the student may have been asked to look for — such as method of gaining attention, activities of pupils, etc.

Toward the end of each day the student has a brief conference with her training teacher, in which she receives such notes on her work through the day as will enable her to improve or strengthen it in the future. She is also given opportunity to inquire about any phase of the work which she does not clearly understand.

The amount of teaching done by the students is gradually increased as they gain experience. In the first training period their average teaching is twenty minutes daily; in the second forty minutes; in the third period fifty minutes plus one continuous quarter of a day toward the end; in the fourth, one hour plus one full half day; and in the final period, after the first week the student must be ready to take entire charge of the room at any moment and continue it indefinitely.

By arrangement of the training periods at intervals throughout the two years' normal course it is intended that class-room study and practical experience shall stimulate and supplement each other to the advantage of both. Every student is able to gain experience in at least four representative grades and under different teachers. Each has two weeks' training in one of the rural schools.

CORRESPONDENCE COURSES

GENERAL INFORMATION

Purpose. — Danbury Normal School offers a number of courses which may be taken by correspondence during the regular school year. These courses are intended for

1 Those who desire to study a particular subject under direction.

2 Those who wish to prepare themselves to enter the Normal School as resident students and complete the course in a shorter time than is regularly required.

3 Those who are preparing for the examination for the State Teacher's Certificate.

Admission. — Any person over eighteen years of age, engaged in teaching, or expecting to teach in any public school in this state, may be admitted to the correspondence courses. Other persons may be admitted at the discretion of the principal of the Normal School.

Credit. — Students who complete any correspondence course satisfactorily will receive a certificate and pass card and will receive credit for preliminary papers and examination in that subject in the requirement for the State Teacher's Certificate.

Students who complete at least eight courses satisfactorily will be admitted to the senior class of the Danbury Normal School. Not more than four courses can be counted towards this requirement in any one academic year.

Procedure. — 1 Prospective correspondence students should send to the Normal School for a catalog of the correspondence courses and a registration blank. The registration

blank should be filled out and sent to the school. The student should designate the course or courses with which she wishes to begin work.

2 Lesson papers containing assignments of work, references, directions, suggestions and questions will be sent to the student. By means of these the student prepares the lesson, making use of all available helps. When the student cannot secure the necessary books they will be loaned from the Normal School. After preparation the lesson paper is written without help and mailed to the school. As soon as a recitation paper is received, another lesson paper will be sent. The recitation paper will be read, and if corrections are necessary, will be returned to the student for revision. Papers which do not need correction will not be returned, but may be secured by application to the school within two weeks of the completion of the course.

3 As soon as any course is satisfactorily completed the proper certificate and pass cards will be sent.

Expenses. — There are no charges in connection with the courses, the only expense being postage on lessons mailed to the school.

COURSES OF STUDY

American History. — This is a course of about forty lessons dealing with the political, social, and industrial development of the United States.

Civil Government. — The course in Civil Government consists of fourteen lessons and aims to present to the student such knowledge and facts regarding form and function of local, state, and national government as are necessary for intelligent citizenship.

Drawing. — The course consists of twenty lessons, distributed as follows:

Free-hand drawing, for representing things as to their form, proportion, and true appearance — ten lessons.

Mechanical drawing, for geometrical accuracy, plans, working drawings, and space arrangements — five lessons.

Design, dealing with applied ornament and construction — five lessons.

Elementary English. — The course in English consists of forty lessons and includes work in punctuation, capitalization, paragraphing, sentence construction, use of dictionary, writing of simple descriptions, narrations, letter writing, and a review of some parts of English grammar.

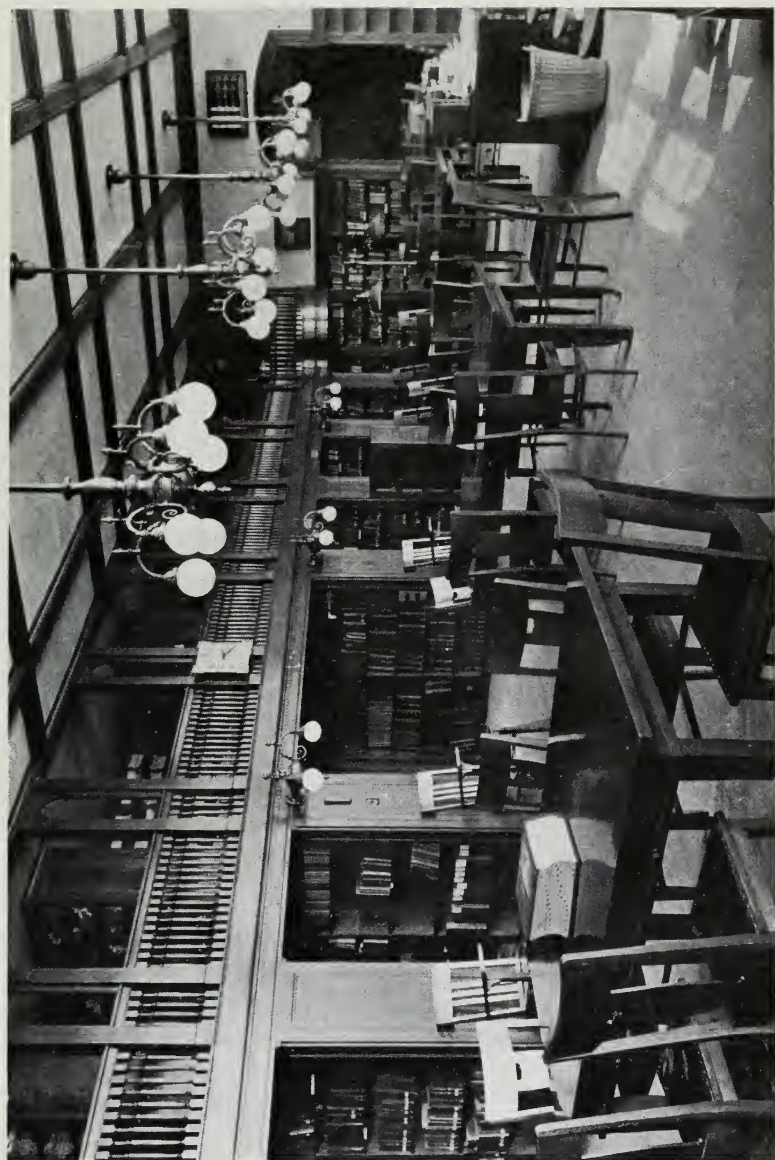
Geography. — The course in geography consists of nineteen lessons and prescribed reading. This course is written from the point of view that geography is mainly a study of the locations of places and things useful and interesting.

Literature. — The work in literature consists of forty lessons. The authors studied are Burns, Stevenson, Shakespeare, Emerson, Whittier, Hawthorne, Bryant and Irving.

Penmanship. — The purpose of the course is to improve the penmanship in the public schools. The plan for accomplishing this is to improve teacher's handwriting and methods of teaching. The course is conducted through the co-operation of Mr. Harry S. Houston of New Haven, and is based on the "Houston Method" as modified by war experience.

Physics. — The course in physics is elementary. It consists of twenty-nine lessons and deals with such common phenomena as are necessary to an understanding of what is commonly called physical geography.

Teaching of History. — This is a fifteen-lesson course dealing with modern methods and viewpoints in the teaching of history in the elementary and grammar grades.



IN THE LIBRARY

REPORT OF ALUMNÆ ASSOCIATION

For some years previous to the spring of 1920 several attempts were made to organize an Alumnæ Association of the Danbury Normal School. These spasmodic attempts have never resulted in any permanent organization until this spring when an extra effort was put forth by the Normal School Faculty and the Model Teachers to bring together the graduates of the school and thus bring out a proper school spirit.

On Saturday, June 12, 1920, at twelve o'clock noon, the first Annual Alumnæ Association Meeting was held at the Hotel Green, Danbury. About one-hundred forty were present, every class from 1906-1920 being represented. The program consisted of addresses by Principal J. R. Perkins and Mr. H. S. Simmons of the Faculty and of singing and cheering by the different classes. After the dinner a business meeting was held when the following officers were elected:

President, ANNETA MONROE, '10

Vice-President, HELEN F. DARAGAN, '14

Secretary and Treasurer, ALICE M. WILDMAN, '17

Chairman of Executive Committee, TERESA HURLIHE, '20

The second meeting of the Association was held October 22, 1920, at the Royal James Inn, Norwalk. The program was much the same as that of the first meeting, the dinner being interspersed with cheers, class songs and original songs. Prizes were awarded to the classes for the best original song, largest representation, smallest representation, the first class and the youngest class. About one-hundred seventy were present at this meeting. No formal business meeting was held.

At the time of this writing plans are being laid for an Alumnæ Week End in April or May.

In order for every member of the Association to be notified of the meetings it is necessary that we be kept informed of any changes that take place in addresses. The Secretary would appreciate a notification of any changes made either in positions or home addresses. A register of graduates is being printed containing a list of the graduates, their present teaching positions and home addresses.

In order to make the Association a success the Alumnæ should keep in touch with the work of the Normal School, keep up the friendly associations made in Normal, take an active part in the social events of the Association and make suggestions toward an attractive program for the year. From the attendance at the two meetings already held we have every reason to believe that this organization will grow and become a contributing factor as well as a source of gratification to our Alma Mater.

ALICE M WILDMAN, Sect'y.

STUDENTS

GRADUATES 1920

Bailey Maud Tamar	Thomaston
Beecher Bertha Marion	West Redding
Bolles Beatrice	Bridgeport
Bridge May E	Greenwich
Collins Frances R	Waterbury
Crane Josephine M	Stamford
Darling Laura Edna	Kent
Derwin Estelle Ita	Waterbury
Doll Florence	Greenwich
Dunham Ruth S	Danbury
Foley Vera Louise	Torrington
*Pagan Margaret E	Norwalk
Fuhrmann Helen K	Greenwich
Green Mary Agnes	Danbury
Hearst Josephine	Ridgefield
Hurlihe Teresa C	Danbury
Johnson Emily	Greenwich
Kessler Rebecca	Norwalk
Leland Marion E	Stamford
Leonard Marie Gertrude	Bethel
Light Alice Sopia	Ridgefield
Livingstone Margaret M	Bethel
McCoy Genevieve B	Danbury
McDonald Kathryn	Waterbury
McGlynn Mary M	Ridgefield
Mullins Katherine	Waterbury
Mulrooney Mary Catherine	Stamford
*Neuger Goldie	Darien
Olson Edith Alfreda	Danbury
Riley Margaret V	Waterbury
Rudder Beatrice	Norwalk

Sheridan Catherine E	Waterbury
Singer Helen A	Danbury
Skasko Stephania	Danbury
*Smith Frances Mary	Stamford
Smith William R	Danbury
Sweeney Irene Bernadette	Greenwich
Tanner Lucy Emily	Warren
Thurner Marie Harriet	Bethel
Troy Mary Margaret	Stamford
Wilson Marjorie Elizabeth	Weston

* Diploma Certificate.

SENIOR STUDENTS

name	home address	Danbury address
Burger Emma C	Danbury	R F D 4
Carlson Edna	Georgetown, Box 15	
Crowe Margaret A	Danbury	125 South
Fenwick Lena May	Greenwich (Cos Cob)	218 White
French Grace M	Brewster N Y Box 166	12 Foster
Garry Anna	Stamford 49 Southfield	8 Durant
Gorman Eleanor M	Bethel 33 Greenwood Av	
Griffin Dorothy Gladys	Danbury	Beaver Brook
Gorman Louise D	Stamford 83 Bell	225 White
Haensler Marion I	Stamford Clovelly Pl	190 White
Kenney Regina	Stamford 6 Finney Lane	225 White
Krakow Bessie	Danbury	23 Granville Av
Leary Mary Gertrude	Stamford 72 Elm	218 White
Leonard Gladys M	Stamford 19 Cherry	93 Osborne
McCormack Evelyn C	Stamford 40 Leeds	93 Osborne
McCullough Martha	Stamford 59 Clinton Av	8 Durant
McMahon Agnes Catherine	Stamford 78 Lafayette	93 Osborne
Murphy Agnes Dilworth	Stamford 251 Grey Rock Pl	190 White
O'Brien Nora A	Woodbury Box 106	190 White
O'Donnell Mary E	Waterbury 2 Middle	190 White

O'Hearn Mary	Ridgefield	225 White
O'Neill Julia Agnes	South Norwalk 42 Chestnut	8 Durant
Parker Mildred Irene	Waterbury	190 White
Quinlan Frances	Stamford 34 Hanrahan	65 Osborne
Ryan Margaret Mary	Stamford 34 St John's Pl	225 White
Silliman Mary E	Easton R F D 10	182 White
Smith Anna Margaret	Stamford Blachley Road	8 Durant
Standish Lois F	Monroe (Stepney Depot RFD 1)	182 White
Stannard Gladys	Wilton	225 White
Sturges Jennie Frances	Hawleyville Box 14	89 Balmforth
Sutton Augusta K	New Canaan	20 New
Thorne Olga E	West Hartland (Riverton)	59 Wash. Av
Todd Louise	Waterbury Box 931	14 Pleasant
Treadwell Ruth B	New Fairfield (Danbury RFD 6)	19 Starr Av
Troy Marie	Norwalk 104 Harbor Av	17 Home Pl
Whitelaw Winifred	Noroton	225 White

JUNIOR STUDENTS

Andrews Elizabeth S	Bridgeport RFD 1	20 Locust
Andrews Mina	Bridgeport RFD 1	20 Locust
Bromfield Etta J	Glenbrook Lenox Av	225 White
Cassidy Emilene	Southbury	12 Ninth Av
Creagh Margaret V	Ridgefield	Bethel
Crowe Catherine	Danbury	
Daragan Margaret V	Danbury	1 Deer Hill
Dobson Marie	Danbury	8 George
Dunn Margaret M	Stamford 77 Greylock Pl	225 White
Greco Ermelinda	Waterbury 9 Union Av	190 White
Green Evelyn C	Danbury	15 Seeley
Hock Bessie E	Danbury	Golden Hill
Hubbard Harriet	Litchfield	190 White
Jessup Gladys L	Stamford West Main	225 White
Keane Louise	Danbury	South

Krakow Eva	Danbury	14 Moss Av
McDermott Genevieve	Danbury	1 Triangle
McMahon Margaret P	Norwalk Washington	225 White
Middlebrook Ella J	Wilton	225 White
Murphy Helen R	Waterbury 140 Charles	190 White
O'Loughlin Florence	Naugatuck 24 Carroll	193 Main
Peterick Charlotte G	Noroton Heights	225 White
Potter Ruth	Bridgeport 129 Villa Av	190 White
Sachs Julie K	Norwalk 159 Main	15 Wildman
Sherwood Gladys A	Danbury	29 Rowan
Spooner Edith C	Norwalk R F D 42	225 White
Smith Elizabeth M	Stamford Blachley Rd	15 Wildman
Wesson Edith K	Stamford 675 So Pacific	15 Wildman
Woodhall Josephine L	Springdale Box 151	225 White
Yamnisky Margaret	Long Hill RFD 5	3 New

CORRESPONDENCE COURSE STUDENTS

Amidon Mildred J	Lebanon
Champion Miriam F	Old Lyme
Copperthite Mrs James	Orange
Decker Hazel M	Lakeside
Deutsch Miriam	Baltic
Eaton Edith E	Hockanum
Hearst Katherine	Ridgefield
Schneck Janet	Torrington
Mills Mrs Rhoda M	Westport
Seymour Dorothy E	New Milford
Smith Grace E	Stepney Depot
Reed B Evelyn	Hockanum
Sowers Mrs Fred S	Ridgefield
Thorne Olga E	Riverton
Tuttle Mrs Mary V	Waterville Me.

SUMMARY

Graduates	41
Seniors	36
Juniors	30
Correspondence students	15
Children in training schools	979
	<hr/>
	1101



THE ASSEMBLY HALL

FORMS OF CERTIFICATE

This certifies that

of _____ is a graduate of a four
year course in the _____ high school,
and that ^{she}_{he} has attained an average rank equivalent to 75% on a
passing mark of 70%.

Principal

NB—75% on a passing mark of 70% equals 66.6 on a passing marking of 60%;
70.84 on passing mark of 65%; and 79.16 on a passing mark of 75%.

This certifies that

of _____ is a graduate of a four
year course in the _____ high school,
and that ^{she}_{he} is a suitable candidate for admission to the
normal school upon examination.

Principal

UNIVERSITY OF ILLINOIS-URBANA



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